26 Results of Protest Chapter

Individuals, Groups, and Institutions: B, E, F, G

Then state the main achievement(s) of each group. The first one has been completed for you.

1. The Supreme Court validated the stu-...
Chapter 26 Test, Form B

The Politics of Protest
Write the correct letters in the blanks.

10. civil rights leader who founded PUSH
8. leader of the Unification Church
6. master of the electric guitar
4. 2. editor of Haight-Ashbury.
B. distribute drug-related literature and publicly speak in favor of drug use.
D. distribute literature and recruit people to join non-mainstream religious groups.
A. make speeches voicing opposition to university policies.
B. Hare Krishna movement.

Matching
Choose the item that best completes each sentence

9. kills insects and the birds that eat them
8. coal, oil, and natural gas
4. youth culture that represented a rebellion against the
2. claim that qualified white workers were kept from jobs
1. policy that prompted

Score
®

(continued)

ASSESSMENT AND EVALUATION

MULTIMEDIA

- Vocabulary PuzzleMaker CD-ROM
- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Audio Program
- American History Primary Source Documents
- Library CD-ROM
- MindJogger Videoquiz
- Presentation Plus! CD-ROM
- TeacherWorksTM CD-ROM
- Interactive Student Edition CD-ROM
- Glencoe Skillbuilder Interactive Workbook
- CD-ROM, Level 2
- The American Republic Since 1877 Video Program
- American Music: Hits Through History
- American Music: Cultural Traditions

SPANISH RESOURCES

The following Spanish language materials are available in the Spanish Resources Binder:
- Spanish Guided Reading Activities
- Spanish Reteaching Activities
- Spanish Quizzes and Tests
- Spanish Vocabulary Activities
- Spanish Summaries
- The Declaration of Independence and United States Constitution
- Spanish Translation

HISTORY Online

Use our Web site for additional resources. All essential content is covered in the Student Edition.
You and your students can visit tx.tarvol2.glencoe.com, the Web site companion to the American Republic Since 1877. This innovative integration of electronic and print media offers your students a wealth of opportunities. The student text directs students to the Web site for the following options:
- Chapter Overviews
- Student Web Activities
- Self-Check Quizzes
- Textbook Updates

Answers to the student Web activities are provided for you in the Web Activity Lesson Plans. Additional Web resources and Interactive Tutor Puzzles are also available.

Biography

The following videotape program is available from Glencoe as a supplement to Chapter 26:
- Gloria Steinem: Ms. America (ISBN 1-56-501518-5)

To order, call Glencoe at 1-800-334-7344. To find classroom resources to accompany many of these videos, check the following home pages:
A&E Television: www.aande.com
The History Channel: www.historychannel.com

The HISTORY CHANNEL.
## Chapter 26 Resources

### SECTION RESOURCES

<table>
<thead>
<tr>
<th>Daily Objectives</th>
<th>Reproducible Resources</th>
<th>Multimedia Resources</th>
</tr>
</thead>
</table>
| **SECTION 1** The Student Movement and the Counterculture | Reproducible Lesson Plan 26–1  
Daily Lecture and Discussion Notes 26–1  
Guided Reading Activity 26–1*  
Section Quiz 26–1*  
Reading Essentials and Study Guide 26–1  
Performance Assessment Activities and Rubrics | Daily Focus Skills Transparency 26–1  
American Art & Architecture  
Interactive Tutor Self-Assessment CD-ROM  
ExamView® Pro Testmaker CD-ROM  
Presentation Plus! CD-ROM  
TeacherWorks™ CD-ROM  
Audio Program  
American Music: Hits Through History |
| 1. Explain the origins of the nation’s youth movement.  
2. Define the goals of serious members of the counterculture. |  |  |
| **SECTION 2** The Feminist Movement | Reproducible Lesson Plan 26–2  
Daily Lecture and Discussion Notes 26–2  
Guided Reading Activity 26–2*  
Section Quiz 26–2*  
Reading Essentials and Study Guide 26–2  
Performance Assessment Activities and Rubrics  
Interpreting Political Cartoons  
Supreme Court Case Studies | Daily Focus Skills Transparency 26–2  
Interactive Tutor Self-Assessment CD-ROM  
ExamView® Pro Testmaker CD-ROM  
Presentation Plus! CD-ROM  
TeacherWorks™ CD-ROM  
Audio Program |  |
| 1. Describe the workplace concerns that fueled the growth of the women’s movement.  
2. Identify major achievements of the women’s movement. |  |  |
| **SECTION 3** New Approaches to Civil Rights | Reproducible Lesson Plan 26–3  
Daily Lecture and Discussion Notes 26–3  
Guided Reading Activity 26–3*  
Section Quiz 26–3*  
Reading Essentials and Study Guide 26–3  
Performance Assessment Activities and Rubrics  
Interpreting Political Cartoons  
Supreme Court Case Studies | Daily Focus Skills Transparency 26–3  
Interactive Tutor Self-Assessment CD-ROM  
ExamView® Pro Testmaker CD-ROM  
Presentation Plus! CD-ROM  
Skillbuilder Interactive Workbook, Level 2  
TeacherWorks™ CD-ROM  
Audio Program |  |
| 1. Describe the goal of affirmative action policies.  
2. Analyze the rise of Hispanic and Native American protests. |  |  |
| **SECTION 4** Saving the Earth | Reproducible Lesson Plan 26–4  
Daily Lecture and Discussion Notes 26–4  
Guided Reading Activity 26–4*  
Section Quiz 26–4*  
Reading Essentials and Study Guide 26–4  
Performance Assessment Activities and Rubrics  
Interpreting Political Cartoons | Daily Focus Skills Transparency 26–4  
American Art & Architecture  
Interactive Tutor Self-Assessment CD-ROM  
ExamView® Pro Testmaker CD-ROM  
Presentation Plus! CD-ROM  
TeacherWorks™ CD-ROM  
Vocabulary PuzzleMaker CD-ROM  
Audio Program  
American Music: Hits Through History  
American Music: Cultural Traditions |  |
| 1. Explain the origins of the environmental movement.  
2. Identify the significant measures taken to combat environmental problems. |  |  |

### OUT OF TIME?

Assign the Chapter 26 Reading Essentials and Study Guide.

*Also Available in Spanish*
Chapter 26 Resources

Teacher’s Corner

INDEX TO NATIONAL GEOGRAPHIC MAGAZINE

The following articles relate to this chapter.

- “Great Lakes: Troubled Water,” July 1987
- “I Dream a World: America’s Black Women,” August 1989
- “Our Polluted Runoff,” February 1996
- “Philadelphia’s African Americans,” August 1990

ADDITIONAL NATIONAL GEOGRAPHIC SOCIETY PRODUCTS

To order the following, call National Geographic at 1-800-368-2728:

- Branches of Government Series (Video)
- The Complete National Geographic: 109 Years of National Geographic Magazine (CD-ROM)
- Democratic Government Series: The United States (Video)
- Historical Atlas of the United States (Atlas)

NGS ONLINE

Access National Geographic’s Web site for current events, atlas updates, activities, links, interactive features, and archives.

www.nationalgeographic.com

From the Classroom of…

Daniel Levinson Wilk
District 78, New York City
Board of Education
New York, NY

Setting Goals

In preparation, have students read about social movements of the late 1960s and early 1970s. Assign each student a person from the reading and ask them to come to class in character. There should be a variety of characters: conservatives, liberals, and radicals.

In class, ask students to put on name tags and introduce themselves, each saying their name and describing their positions on major issues of the day. Then give them these directions: “Stand up, mill around, and talk to the other characters in the room. Decide whom you think you could build a political movement with. Sit down with them and build a set of goals for your movement and a strategy to achieve them.” Allow at least 20 minutes for this.

Then call the students back into a larger group. Have one member of each movement present their goals and strategy, and allow other students (in character) to question the members of that movement. For the last few minutes of class, have students step out of character to discuss the exercise.

ADDITIONAL RESOURCES FROM GLENCOE

- American Music: Cultural Traditions
- American Art & Architecture
- Outline Map Resource Book
- U.S. Desk Map
- Building Geography Skills for Life
- Inclusion for the High School Social Studies Classroom Strategies and Activities
- Teaching Strategies for the American History Classroom (Including Block Scheduling Pacing Guides)

KEY TO ABILITY LEVELS

Teaching strategies have been coded.

- L1 BASIC activities for all students
- L2 AVERAGE activities for average to above-average students
- L3 CHALLENGING activities for above-average students
- LEL ENGLISH LANGUAGE LEARNER activities

Block Schedule

Activities that are suited to use within the block scheduling framework are identified by:
Why It Matters

Protest characterized the 1960s. Young people often led the civil rights and antiwar movements. Some of them wanted to change the entire society and urged more communal, less materialistic values. Young people were not the only protesters, however. Using the civil rights movement as a model, women, Hispanic Americans, and Native Americans also organized to gain greater recognition and equality.

The Impact Today

Changes of the 1960s still affect our lives today.

- Women are visible in many more leadership roles in government and business.
- Hispanic political organizations represent a growing segment of the population.
- The cultural traditions of Native Americans receive greater recognition.

**Why It Matters Activity**

Have students make a prediction about how the efforts of the protesters in the 1960s and 1970s continue to influence the workplace and economic opportunities of women and ethnic groups today. Students should evaluate their answers after they have completed the chapter. **US:** 18A, 21A, 24B; **ELA:** Gr9: 7H; Gr10/11: 7G

**GLENCOE TECHNOLOGY**

**The American Republic Since 1877 Video Program**

To learn more about César Chávez, have students view the Chapter 26 video, “Behind the Scenes with César,” from the American Republic Since 1877 Video Program.

Available in DVD and VHS

**MindJogger Videoquiz**

Use the MindJogger Videoquiz to preview Chapter 26 content.

Available in VHS

**TWO-MINUTE LESSON LAUNCHER**

Have students work as a group to come up with a list of the qualities of a leader. Record their responses on the board. Tell students that in this chapter, various groups began to reevaluate the limits that American society placed on them. Some strong leaders emerged to organize the resulting protest efforts. Have students modify their lists as they read the chapter and learn about these leaders. **US:** 19A, 25D; **ELA:** Gr9/10/11: 4A
Gambling is illegal in many states.

1972
- Britain imposes direct rule on Northern Ireland

1975
- End of the Portuguese empires in Africa

1979
- Nuclear accident at Three Mile Island
- Ayatollah Khomeini leads Islamic overthrow of Iran

1973
- Supreme Court issues Roe v. Wade ruling
- AIM and government clash at Wounded Knee, South Dakota

1972
- Use of pesticide DDT banned

More About the Photo
César Chávez was born in 1927, on a small farm near Yuma, Arizona. When his father lost his land during the Depression, Chávez began working as a migrant farmworker to help support the family. After serving in the navy during World War II, he returned to farm labor. Soon he became committed to improving the lives of farmworkers. For his leadership, he received the Presidential Medal of Freedom.

GRAPHIC ORGANIZER ACTIVITY
Organizing Information Have students use graphic organizers similar to the one below to identify the causes and effects of each of the major movements discussed in the chapter. US: 24B

<table>
<thead>
<tr>
<th>Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>threats to cultural identity</td>
</tr>
<tr>
<td>joblessness</td>
</tr>
<tr>
<td>discrimination</td>
</tr>
</tbody>
</table>

| Native American Rights Movement |

<table>
<thead>
<tr>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indian Civil Rights Act</td>
</tr>
<tr>
<td>Indian Self-Determination and Educational Assistance Act</td>
</tr>
<tr>
<td>increased land and water rights</td>
</tr>
</tbody>
</table>

HISTORY Online
Introduce students to chapter content and key terms by having them access the Chapter 26 Overview at tx.tarvol2.glencoe.com.

TIME LINE ACTIVITY
Have students classify each of the relevant events on the United States portion of the time line as connected with the efforts of one of the following groups: Hispanics, women, environmentalists, or Native Americans. US: 24B
The Student Movement and the Counterculture

Main Idea
During the 1960s, many of the country’s young people raised their voices in protest against numerous aspects of American society.

Key Terms and Names
Port Huron Statement, Tom Hayden, counterculture, commune, Haight-Ashbury district, Jimi Hendrix

Reading Strategy
Taking Notes
As you read about the student movement and culture of the 1960s, use the major headings of the section to create an outline similar to the one below.

The Student Movement and the Counterculture
I. The Growth of the Youth Movement
   A. The Roots of the Movement
   B. Students for a Democratic Society
   C. The Free Speech Movement
II. The Counterculture
   A. Hippie Culture
   B. New Religious Movements
   C. The Counterculture Declines
III. Impact of the Counterculture
   A. Fashion
   B. Art
   C. Music and Dance

Reading Objectives
• Explain the origins of the nation’s youth movement.
• Define the goals of serious members of the counterculture.

Section Theme
Government and Democracy
Although protest movements often challenged the opinions and values of many Americans, the courts protected the protesters’ rights of self-expression under the Constitution.

An American Story
On December 2, 1964, Mario Savio, a 20-year-old philosophy student at the University of California at Berkeley, stood before a supportive crowd at the school’s administration building. The massive “sit-in” demonstration was the climax of a month-long battle between school officials and students over unpopular campus policies. Facing the crowd, Savio urged them to continue pressuring school officials. In his speech he called the university a cold and heartless “machine” that deserved to be shut down.

“There’s a time when the operation of the machine becomes so odious, makes you so sick at heart, that you . . . can’t even tacitly take part,” he declared. “And you’ve got to put your bodies upon the gears and upon the wheels . . . you’ve got to make it stop. And you’ve got to indicate to the people who run it, to the people who own it, that unless you free the machine will be prevented from working at all.”
—quoted in Decade of Shocks

The Growth of the Youth Movement
The 1960s was one of the most tumultuous and chaotic decades in United States history. The decade also gave birth to a conspicuous youth movement, which challenged the American political and social system and conventional middle-class values. Perhaps no other time in the nation’s history witnessed such protest.
The Roots of the Movement  
The roots of the 1960s youth movement stretched back to the 1950s. In the decade after World War II, the nation’s economy boomed, and much of the country enjoyed a time of peace and prosperity. Prosperity did not extend to all, however, and some, especially the artists and writers of the “beat” movement, had openly criticized American society. They believed it valued conformity over independence and financial gain over spiritual and social advancement. Meanwhile, such events as the growing nuclear arms race between the United States and the Soviet Union made many more of the nation’s youth uneasy about their future. Writer Todd Gitlin, who was a senior at the Bronx High School of Science in 1959, recalls the warning that the editors of his student yearbook delivered.

“Today’s atomic age...the flames of war would write finis not only to our civilization, but to our very existence. Mankind may find itself unable to rise again should it be consumed in a nuclear pyre of its own making. In the years to come, members of this class will bear an ever-increasing responsibility for the preservation of the heritage given us.”

—from The Sixties

Concern about the future led many young people to become more active in social causes, from the civil rights movement to President Kennedy’s Peace Corps. The emergence of the youth movement grew out of the huge numbers of people of the postwar “baby boom” generation. By 1970, 58.4 percent of the American population was 34 years old or younger. (By comparison, those 34 or younger in 2000 represented an estimated 48.9 percent.)

The early 1960s saw another phenomenon that fueled the youth movement—the rapid increase in enrollment at colleges throughout the nation. The economic boom of the 1950s led to a boom in higher education, since more families could afford to send their children to college. Between 1960 and 1966, enrollment in 4-year institutions rose from 3.1 million to almost 5 million students. College life empowered young people with a newfound sense of freedom and independence. It also allowed them to meet and bond with others who shared their feelings about society and fears about the future. It was on college campuses across the nation where the protest movements would rage the loudest.

Students for a Democratic Society  
Some youths were concerned most about the injustices they saw in the country’s political and social system. In their view, a few wealthy elites controlled politics, and wealth itself was unfairly divided. These young people formed what came to be known as the New Left. (The “new” left differed from the “old” left of the 1930s, which had advocated socialism and communism.) A prominent organization of this group was the Students for a Democratic Society (SDS). It defined its views in a 1962 declaration known as the Port Huron Statement. Written largely by Tom Hayden, editor of the University of Michigan’s student newspaper, the declaration called for an end to apathy and urged citizens to stop accepting a country run by big corporations and big government.

SDS groups focused on protesting the Vietnam War, but they also addressed such issues as poverty, campus regulations, nuclear power, and racism.

The Sixties  
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II. The Roots of the Movement

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III. The Shackles of the 1960s

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CHAPTER 26
Section 1, 800–805

Organizing Information  Have students create a chart illustrating the similarities and differences between the hippie culture of the 1960s and current countercultures. Suggest that they focus on these questions: What is the issue? What is the goal? What are the outward signs of the movement? Students’ answers will vary. They might mention long hair, headbands, cowboy boots, long dresses, shabby jeans, and drug use.) ELA: Gr9/10: 16E; Gr11: 15E

The Counterculture  Commonly known as “hippies,” members of the counterculture separated themselves from society in the 1960s by trying to create their own culture of love and tolerance. What western city was a focal point of the hippie culture?

In 1968, for example, SDS leaders assisted in an eight-day occupation of several buildings at Columbia University in New York City to protest the administration’s plan to build a new gym in an area that served as a neighborhood park near Harlem.

The Free Speech Movement  Another group of protesters who captured the nation’s attention were members of the Free Speech Movement, led by Mario Savio and others at the University of California at Berkeley. The issue that sparked the movement was the university’s decision in the fall of 1964 to restrict students’ rights to distribute literature and to recruit volunteers for political causes on campus. The protesters, however, quickly targeted more general campus matters and drew in more and more supporters.

Like many college students, those at Berkeley were disgruntled with the practices at their university. Officials divided huge classes into sections taught by graduate students, while many professors claimed they were too busy with research to meet with students. Faceless administrators made rules that were not always easy to obey and imposed punishments for violations. Isolated in this impersonal environment, many Berkeley students found a purpose in the Free Speech Movement.

The struggle between school administrators and students peaked on December 2, 1964, with the sit-in and Savio’s famous speech at the administration building. Early the next morning, California Governor Pat Brown sent in 600 police officers to break up the demonstration. Police arrested more than 700 protesters.

The counts set off a new and even larger protest movement. Within a few days, thousands of Berkeley students participated in a campus-wide strike, stopping classes for two days. Much of the faculty also voiced its support for the Free Speech Movement. In the face of this growing opposition, the administration gave in to the students’ demands shortly before the Christmas recess.

The following week, the Supreme Court validated the students’ First Amendment rights to freedom of speech and assembly on campus. In a unanimous vote, the Court upheld the section of the Civil Rights Act allowing these rights in places offering public accommodations, which, by definition, included college campuses. The Berkeley revolt was one of the earliest outbursts in a decade of campus turmoil. The tactics the protesters used there—abandoning classes and occupying buildings—would serve as a model for college demonstrators across the country.

Hippie Culture  Originally, hippie culture represented a rebellion against the dominant culture in the United States. This included a rejection of Western civilization, of rationality, order, and the traditional values of the middle class. At its core, the counterculture held up a utopian ideal: the ideal of a society that was freer, closer to nature, and full of love, empathy, tolerance, and cooperation. Much of this was in reaction to the 1950s American stereotype of the man in the gray flannel suit who led a constricted and colorless life.

Visual/Spatial  Help students who are visual learners determine the main idea of the section by having them look at and think about all the visuals. They should consider the overall impression and then study the details. In pairs, students can discuss what the visuals tell them about the counterculture. Encourage students to use drawings and symbols in their notebooks to help them when they study for a quiz or test. ELA: Gr9/10: 7F

Student Edition TEKS

ELA: Page 802: Gr9/10/11: 6A, 19B, 20B; Page 803: Gr9/10/11: 6A, 10B; Gr9: 7G; Gr10/11: 7F

Refer to Inclusion for the High School Social Studies Classroom Strategies and Activities in the TCR.
When the movement grew larger, many of the newcomers did not always understand these original ideas of the counterculture. For them, what mattered were the outward signs that defined the movement—long hair, Native American headbands, cowboy boots, long dresses, shabby jeans, and the use of drugs such as marijuana and LSD. Drug use, especially, came to be associated with the hippie culture.

Many hippies desired to literally drop out of society by leaving home and living together with other youths in communes—group living arrangements in which members shared everything and worked together. A number of hippies established communes in small and rural communities, while others lived together in parks or crowded apartments in the nation’s large cities. One of the most popular hippie destinations became San Francisco’s Haight-Ashbury district. By the mid-1960s, thousands of hippies had flocked there.

New Religious Movements In their rejection of materialism, many members of the counterculture embraced spirituality. This included a broad range of beliefs, from astrology and magic to Eastern religions and new forms of Christianity.

Many of the religious groups centered around authoritarian leaders. In these groups, the leader dominated others and controlled their lives, sometimes to the point of arranging marriages between members. Religion became the central experience in the believer’s life. The authoritarian figure was a sort of parent figure, and believers formed an extended family that took the place of the family into which a member had been born. This could lead to painful conflicts. Some parents accused religious sects of neglecting the welfare of their children.

Two new religious groups that attracted considerable attention beginning in the 1960s were the Unification Church and the Hare Krishna movement. Both were offshoots of established religions, and both came from abroad. Members of the Unification Church were popularly known as “Moonies,” after their Korean-born founder, the Reverend Sun Myung Moon. He claimed to have had a vision in which Jesus told Moon that he was the next Messiah and was charged with restoring the Kingdom of God on Earth. The Hare Krishnas traced their spiritual lineage to a Hindu sect that began in India in the 1400s and worshiped the god Krishna. In dress, diet, worship, and general style of living, Hare Krishnas tried to emulate these Hindu practitioners of another time and place.

The Counterculture Declines After a few years, the counterculture movement began to deteriorate. Some hippie communities in the cities soon turned into seedy and dangerous places where muggings and other criminal activity became all too frequent. The glamour and excitement of drug use soon waned, especially as more and more young people became addicted or died from overdoses. In addition, a number of the people involved in the movement had gotten older and moved on in life. Upon witnessing the decline of Haight-Ashbury, one writer dismissed the one-time booming urban commune as “the desperate attempt of a handful of pathetically unequipped children to create a community out of a social vacuum.” In the end, most of the young men and women of the counterculture, unable to establish an ideal community and unable to support themselves, gradually returned to mainstream society.

Impact of the Counterculture In the long run, the counterculture did change American life in some ways. Over time, mainstream America accepted many of these changes.

Fashion The counterculture generation, as one observer of the 1960s noted, dressed in costumes rather than in occupational or class uniforms. The colorful, beaded, braided, patched, and fringed garments that both men and women wore turned the fashion industry upside down. The international fashion world took its cues from young men and women of the counterculture. Some of the more famous hippie styles that emerged and were accepted by mainstream society were the leather jacket, the bell-bottoms, and the minidress.

New 1960s Words During the 1960s, Americans coined a host of new words and phrases. The word hippie, used to describe members of the counterculture, probably originated from the 1930s term hepcat, for “those in the know.” Other people believe hippie may have evolved from the 1950s word hipster, which referred to members of the beatnik movement. Hippies themselves introduced a few terms to the country. They often uttered the phrase far out to indicate anything that was very good or very bad. Individuals who rejected the free-living counterculture lifestyle were considered straight or square.

INTERDISCIPLINARY CONNECTIONS ACTIVITY

Performing Arts Organize the class into three or four groups and have each prepare a skit on one of the situations below. Encourage all students to participate and have each group present their skit to the rest of the class. L2 US: 6E, 6H, 18A, 24B, 25C, 25D; ELA: Gr9/10/11: 1A, 1B

- A group of friends deciding whether to participate in an antiwar or a pro-war rally
- A member of the SDS speaking at a meeting of university officials
- A college student trying to explain the counterculture to his or her parents

Answer: a society that was freer, closer to nature, and full of love, empathy, tolerance, and cooperation.

In addition to the language of the counterculture, there was a look. Counterculture youth liked to borrow clothing styles from other cultures, especially from cultures that were less involved with mass industry than the United States. Popular styles were colorful patterned pullover shirts, or dashikis from Africa, and paisley designs from India and Persia.
Assign Section 1 Assessment as homework or as an in-class activity. U5: 2S; E: Gr9: 7; Gr10/11: 7H

Have students use the Interactive Tutor Self-Assessment CD-ROM.

NAME

DATE

CLASS

Section Quiz 26–1

Column A

Column B

1. Jimi Hendrix

a. musical instrument

2. counterculture

b. artist who was a master at the electrically amplified guitar

3. Port Huron Statement

c. group living arrangements in which members shared

4. communes

d. defined the views of the Students for a Democratic Society

5. Students for a Democratic Society

e. one of the most famous rock bands of the 1960s

6. The Beatles

f. derived its subject matter from elements of the popular culture

7. pop art

g. the ultimate symbol of defiance

8. tie-dyed shirts

h. was the counterculture's adoption of military surplus clothing

9. black power

i. clothing was popular for similar reasons. Beads and fringes imitated Native American costumes, while

10. African clothing

j. clothing was recycled, and worn-out clothing was repaired with patches. Ethnic clothing was popular for similar reasons. Beads and fringes imitated Native American costumes, while

11. military surplus

k. clothing was popular for similar reasons. Beads and fringes imitated Native American costumes, while

12. ethnic clothing

l. clothing was popular for similar reasons. Beads and fringes imitated Native American costumes, while

13. patchwork

m. clothing was popular for similar reasons. Beads and fringes imitated Native American costumes, while

14.补丁

n. clothing was popular for similar reasons. Beads and fringes imitated Native American costumes, while

15. supplementation

o. clothing was popular for similar reasons. Beads and fringes imitated Native American costumes, while

16. supplementation

p. clothing was popular for similar reasons. Beads and fringes imitated Native American costumes, while

17. supplementation

q. clothing was popular for similar reasons. Beads and fringes imitated Native American costumes, while

18. supplementation

r. clothing was popular for similar reasons. Beads and fringes imitated Native American costumes, while

19. supplementation

s. clothing was popular for similar reasons. Beads and fringes imitated Native American costumes, while

20. supplementation

Critical Thinking Activity

Comparing Ask students to discuss today's hairstyles, fashions, and music. Ask: Do they reflect any of the trends of the 1960s? What messages do today's styles send?

Ask students to speculate why some members of the 1960s counterculture are now part of mainstream society. L2 US: 6H, 24B; E: Gr9: 16E; Gr11: 15E

Student Edition TEKS

ELA: Page 804: Gr9/10/11: 6A, 19B, 20B; Page 805: Gr9/10/11: 1A, 1B, 4A, 4B, 4D, 4F, 6A, 7B-D, 10A, 10B, 19B, 20B; Gr9: 7I; Gr10/11: 7H

National Geographic

MOMENT IN HISTORY

WOODSTOCK NATION

In August 1969, more than 400,000 young people descended on a 600-acre farm in upstate New York for what was billed as “three days of peace and music.” Organizers of the Woodstock Music and Art Fair were overwhelmed by the turnout. Massive traffic jams, supply shortages, inadequate first aid and sanitation facilities, and torrential rainfall did not dampen the joyous spirit of the crowd. People shared their food and blankets, bathed in the rain, and listened to an amazing collection of some of the greatest musicians of the 1960s.
Music and Dance  Counter-culture musicians hoped that their music, rock ‘n’ roll, would be the means of toppling the establishment and reforming society. This did not happen because rock music was absorbed into the mainstream, where it brought material success worth billions of dollars to performers, promoters, and record companies.

One of the most famous rock groups, the Beatles, took the country by storm in 1964. “Beatlemania” swept the country, inspiring hundreds of other rock ‘n’ roll groups both in Great Britain and the United States. Many of the new groups combined rock ‘n’ roll rhythms with lyrics that expressed the fears and hopes of the new generation and the widening rift between them and their parents. Bob Dylan provided these lyrics, as did the Beatles and many other musicians, while spirited performers like Janis Joplin made the songs come alive.

The use of electrically amplified instruments also drastically changed the sound of rock music. One master of this new sound was Jimi Hendrix, a guitarist from Seattle. Hendrix lived overseas and achieved stardom only after returning to the United States with the influx of musicians from Great Britain. His innovative playing continues to influence musicians today.

At festivals such as Woodstock, in upstate New York in August 1969, and Altamont, California, later that year, hundreds of thousands of people got together to celebrate the new music. Though the fast-paced, energetic beat of rock ‘n’ roll was made for dancing, the style of dancing had changed dramatically. Each person danced without a partner, surrounded by others who also danced alone—a perfect metaphor for the counterculture, which stressed individuality within the group.

Headline-grabbing events such as Woodstock made it difficult for the nation to ignore the youth movement. By this time, however, other groups in society were also raising their voices in protest. For example, many women began renewing their generations-old efforts for equality, hoping to expand upon the successes gained during the early 1900s.

Reading Check  Evaluating  What lasting impact did the counterculture have on the nation?

History Through Art

Answer: changes in fashion, music, dance, and the idea that alternatives to mainstream culture were possible

Reteach

Have students explain the origins of the nation’s youth movement. US: 6H, 24B; ELA: Gr9/10: 16E; Gr11: 15E

Enrich

Invite interested students to use library and Internet resources to learn more about the health food movement that began in the 1960s. US: 24A–D; ELA: Gr9/10/11: 13B, 13C; Gr9: 7E–H; Gr10/11: 7E–G

CLOSE

Have students define the goals of serious members of the counterculture. US: 6E, 24B

SECTION 1 ASSESSMENT ANSWERS

1. Terms are in blue. US: 25A
   2. Port Huron Statement (p. 801), Tom Hayden, Haight-Ashbury district (p. 803), Jimi Hendrix (p. 805)
   3. It contributed new styles of popular culture and encouraged greater self-expression. US: 20B
   4. It upheld the right to freedom of speech and assembly on campus. US: 18A
   5. Hippies were more interested in creating a utopian lifestyle than in political protest. US: 24B
   6. Many participants were unable to establish an ideal community or support themselves. US: 24B
   7. concern about the future; “baby boom”; social injustice US: 25C
   8. colorful, individualized appearance, communal transport
   9. Students’ articles will vary. Articles should include descriptions of what a journalist might have seen. US: 25D

CHAPTER 26 The Politics of Protest 805
**FOCUS**

**Section Overview**
This section focuses on the push for greater rights and opportunities for American women.

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**Main Idea**
During the 1960s and 1970s, a large number of American women organized to push for greater rights and opportunities in society.

**Key Terms and Names**
feminism, Equal Pay Act, Equal Employment Opportunity Commission, Betty Friedan, National Organization for Women, Title IX, Phyllis Schlafly

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**Reading Strategy**
Categorizing: As you read about the women’s movement, use a graphic organizer similar to the one below to compare the ideas of the two organizations that formed when the women’s movement split.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Reading Objectives**
- Describe the workplace concerns that fueled the growth of the women’s movement.
- Identify major achievements of the women’s movement.

**Section Theme**
Civic Rights and Responsibilities
Women organized to claim their rights and responsibilities as citizens and employees.

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**Student Edition TEKS**
- Gr9/10/11: 6A

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A 1960s-era women’s magazine

**An American Story**

In 1960 the housewife-oriented magazine *Redbook* asked readers to send examples of “Why Young Mothers Feel Trapped.” Some 24,000 women responded. One of them was Herma Snider, a housewife and mother of three in Nevada. Snider wrote that as a high school and college student, she had dreamed of a career in journalism. After getting married and having three children, that dream died.

“Cemented to my house by three young children,” she wrote, “there were days in which I saw no adult human being except the milkman as he made his deliveries and spoke to no one from the time my husband left in the morning until he returned at night.” She added, “Each night as I tucked my sons into bed, I thanked God that they would grow up to be men, that they would be able to teach, write, heal, advise, travel, or do anything else they chose.”

Desperate for greater fulfillment in her life, Snider eventually took a job as a part-time hotel clerk. About this decision, she said:

“My cashier’s job is not the glamorous career I once dreamed of. And I know that it can be said that my solution is not a solution at all, merely an escape. But it seems to me that when the demands of children and household threaten to suffocate you, an escape is a solution.”

—quoted in *The Female Experience: An American Documentary*

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**A Weakened Women’s Movement**

Herma Snider was not alone. Although many women were content to be homemakers, by the early 1960s scores of them had grown dissatisfied with their roles. At the same time, those who worked outside the home were recognizing their unequal status.
as reflected in lower pay and fewer opportunities. These developments led to the rise of a new feminist movement in the 1960s.

**Feminism**, the belief that men and women should be equal politically, economically, and socially, had been a weak and often embattled force since the adoption of the Nineteenth Amendment guaranteeing women’s voting rights in 1920. Soon after the amendment’s passage, the women’s movement split into two camps. One group, the League of Women Voters, tended to promote laws to protect women and children, such as limiting the hours they could work. The National Woman’s Party (NWP), on the other hand, opposed protective legislation for women. The NWP believed it reinforced workplace discrimination. In 1923 the NWP persuaded members of Congress to introduce the first Equal Rights Amendment aimed at forbidding federal, state, and local laws from discriminating on the basis of gender. Since the women’s movement was divided, however, Congress could afford to ignore the amendment.

The onset of World War II provided women with greater opportunity, at least temporarily. With many men enlisted in the army, women became an integral part of the nation’s workforce. When the war ended, however, many women lost their jobs to the returning men.

Despite having to return to their domestic work, many women gradually reentered the labor market. By 1960 they made up almost one-third of the workforce. Yet many people continued to believe that women, even college-educated women, could better serve society by remaining in the home to influence the next generation of men.

**The Women’s Movement Reawakens**

By the early 1960s, many women were increasingly resentful of a world where newspaper ads separated jobs by gender, clubs refused them memberships, banks denied them credit, and, worst of all, they were often paid less for the same work. Generally, women found themselves shut out of higher-paying and prestigious professions such as law, medicine, and finance. Although about 47 percent of American women were in the workforce in the 1960s, three-fourths of them worked in lower paying and routine clerical, sales, or factory jobs, or as cleaning women and hospital attendants. As more women entered the workforce, the protest against inequities grew louder.

Women had also gained a better understanding of their inequality in society from their experiences in the civil rights and antiwar movements. Often they were restricted to menial tasks and rarely had a say in any policy decisions. From the broader perspective, the women’s movement was part of the 1960s quest for rights.

**GOVERNMENT**

**Fighting for Workplace Rights** Two forces helped bring the women’s movement to life again. One was the mass protest of ordinary women. The second was a government initiative: the **President’s Commission on the Status of Women**, established by President Kennedy and headed by Eleanor Roosevelt. The commission’s report highlighted the problems of women in the workplace and helped create networks of feminist activists, who lobbied Congress for women’s legislation. In 1963, with the support of labor, they won passage of the **Equal Pay Act**, which in most cases outlawed paying men more than women for the same job.

Congress gave women another boost by including them in the 1964 Civil Rights Act, a measure originally designed to fight racial bias. **Title VII** of the act outlawed job discrimination by private employers not only on the basis of race, color, religion, and

**Perfect Home, Perfect Wife** This image of a proud wife in her spotless kitchen reflects some of the traditional ideas of the 1950s and 1960s. What did the women’s movement criticize about these ideas?

**COOPERATIVE LEARNING ACTIVITY**

**Analyzing Salary Differences Between Men and Women** Organize the class into small groups of three or four students. Ask each group to choose a profession or line of work in which they think men and women earn equal pay. Ask them to research and graph the average salaries for male and female workers in that profession in five-year increments since 1955. Encourage students to use library and Internet resources. Have groups compare their graphs and discuss their findings.

**US: 8A, 8B, 21D, 24A–D, 24H**

Use the rubric for a cooperative group management plan on pages 71–72 in the **Performance Assessment Activities and Rubrics**.

**Fighting for Workplace Rights** Two forces helped bring the women’s movement to life again. One was the mass protest of ordinary women. The second was a government initiative: the **President’s Commission on the Status of Women**, established by President Kennedy and headed by Eleanor Roosevelt. The commission’s report highlighted the problems of women in the workplace and helped create networks of feminist activists, who lobbied Congress for women’s legislation. In 1963, with the support of labor, they won passage of the **Equal Pay Act**, which in most cases outlawed paying men more than women for the same job.

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GUIDED READING ACTIVITY 26–2

**Answer:** NOW (National Organization for Women)

**Ask:** Some people wrongly assumed that Friedan and other feminists were antifamily. How does this photo portray Friedan? (as a caring mother)

**Creating a Chart** Have students learn more about the roles of women in other cultures and countries in the 1960s and 1970s. Instruct students to create a chart to compare and contrast the roles of women in the country they have chosen with American women. **L2 US: 8A, 24B, 25C, 25D; ELA: Gr9/10/11: 4A–D, 4F**

Use the rubric for creating a map, display, or chart on pages 65–66 in the **Performance Assessment Activities and Rubrics.**

Reading Check

** Answer:** the mass protest of ordinary women, and the President’s Commission on the Status of Women

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**Social Studies TAKS tested at Grades 10/11:** 4Obj 4: US7C(11) 2Obj 3: US21D(11)

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Friedan’s book became a best-seller. Many women soon began reaching out to one another, pouring out their anger and sadness in what came to be known as consciousness-raising sessions. While they talked informally about their unhappiness, they were building the base for a nationwide movement.

**The Time Is NOW** In June 1966, Friedan returned to a thought that she and others had been considering, the need for women to form a national organization. On the back of a napkin, she scribbled down her intentions “to take the actions needed to bring women into the mainstream of American society, now... in fully equal partnership with men.” Friedan and others then set out to form the **National Organization for Women (NOW).**

NOW soon leapt off the napkin and into the headlines. In October 1966, a group of about 300 women and men held the founding conference of NOW. “The time has come,” its founders declared, “to confront with concrete action the conditions which now prevent women from enjoying the equality of opportunity and freedom of choice which is their right as individual Americans and as human beings.”

The new organization responded to frustrated housewives by demanding greater educational opportunities for women. The group also focused much of its energy on aiding women in the workplace. NOW leaders denounced the exclusion of women from certain professions and from most levels of politics. They lashed out against the practice of paying women less than men for equal work, a practice the Equal Pay Act had not eliminated.

The efforts to pass the Equal Rights Amendment pushed the organization’s membership over 200,000. By July 1972, the movement even had a magazine of its own, Ms., which kept readers informed on women’s issues. The editor of the new magazine was Gloria Steinem, an author and public figure who was one of the movement’s leading figures.

**Reading Check** Identifying What two forces helped bring the women’s movement to life again?

**Successes and Failures**

During the late 1960s and early 1970s, the women’s movement fought to enforce Title VII of the Civil Rights Act, lobbied to repeal laws against abortion,
and worked for legislation against gender discrimination in employment, housing, and education. Along the way, it experienced success as well as failure.

**Striving for Equality in Education** One of the movement’s notable achievements was in education. Kathy Striebel’s story highlighted the discrimination female students often faced in the early 1970s. In 1971, Striebel, a high school junior in St. Paul, Minnesota, wanted to compete for her school’s swim team, but the school did not allow girls to join. Kathy’s mother, Charlotte, was a member of the local NOW chapter. Through it, she learned that St. Paul had recently passed an ordinance prohibiting gender discrimination in education. She filed a grievance with the city’s human rights department, and officials required the school to allow Kathy to swim.

Shortly after joining the team, Kathy beat out one of the boys and earned a spot at a meet. As she stood on the block waiting to swim, the opposing coach declared that she was ineligible to compete because the meet was outside St. Paul and thus beyond the jurisdiction of its laws. “They pulled that little girl right off the block,” Charlotte Striebel recalled angrily.

Recognizing the problem, leaders of the movement pushed lawmakers to enact federal legislation banning gender discrimination in education. In 1972 Congress responded by passing a law known collectively as the Educational Amendments. One section, *Title IX*, prohibited federally funded schools from discriminating against girls and young women in nearly all aspects of its operations, from admissions to athletics. Many schools implemented this new law slowly or not at all, but women now had federal law on their side.

**Roe v. Wade** One of the most important goals for many women activists was the repeal of laws against abortion. Until 1973, the right to regulate abortion was reserved to the states. This was in keeping with the original plan of the Constitution, which reserved all police power—the power to control people and property in the interest of safety, health, welfare, and morals—to the state. Early in the country’s history, some abortion was permitted in the early stages of pregnancy, but after the middle of the 1800s, when states adopted statutory law, abortion was prohibited except to save the life of the mother. Women who chose to have an abortion faced criminal prosecution.

In the late 1960s, some states began adopting more liberal abortion laws. For example, several states allowed abortion if carrying a baby to term might endanger the woman’s mental health or if she was a victim of rape or incest. The big change came with the 1973 Supreme Court decision in *Roe v. Wade*. The Supreme Court ruled that state governments could not regulate abortion during the first three months of pregnancy, a time that was interpreted as being within a woman’s constitutional right to privacy. During the second three months of pregnancy, states could regulate abortions on the basis of the health of the mother. States could ban abortion in the final three months except in cases of a medical emergency.

Those in favor of protecting abortion rights cheered *Roe v. Wade* as a victory, but the issue was far from settled.

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**Profiles in History**

**Shirley Chisholm**

1924–

Shirley Chisholm once remarked, “Of my two ‘handicaps,’ being female put more obstacles in my path than being black.” Her attempts to overcome these obstacles propelled her to national prominence and helped her to become the first African American woman to serve in the United States Congress.

Chisholm first gained national prominence when she defeated two other candidates for Congress from New York’s 12th District in 1968. Upon her swearing in, she became the first African American woman to serve in the United States Congress.

In Congress Chisholm became an ardent defender of several causes. An opponent of the seniority system, she protested the ways that party leaders protected the seats their colleagues controlled. While in Congress Chisholm also worked for legislation against gender discrimination in employment, housing, and education. Along the way, she found more difficult to overcome the traditional obstacles facing her as a woman and African American. She cosponsored a bill to guarantee an annual income to families.

In 1972 Chisholm ran for the Democratic nomination for president. She campaigned extensively and entered primaries in 12 states, winning 28 delegates and receiving 152 first ballot votes at the convention. She returned to Congress after the convention and continued her crusade to help women and minorities for several more terms. She declined to run for re-election in 1980, citing the difficulties of campaigning for liberal issues in an increasingly conservative political atmosphere.

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**Visual Arts** Have students create three sketches of typical women’s fashions from the 1960s and 1970s. Sketches should include clothing for several occasions. For example, students might choose to include a sketch of an outfit worn by a college student, a homemaker, and an office worker. Formal wear for special occasions such as weddings and proms could also be included. Encourage students to use library and Internet resources to locate fashion images to help them with their sketches. **L2 US**: 24A–D, 25C, 25D; **ELA**: G9/10/11: 13B, 13C
**Section Quiz 26-2**

Name: [Blank]

Score: [Blank]

Date: [Blank]

**Section 26-2**

Column A

(10 points each)

1. [Blank]
2. [Blank]
3. [Blank]
4. [Blank]
5. [Blank]
6. [Blank]
7. [Blank]
8. [Blank]
9. [Blank]
10. [Blank]

**Reading Check**

**Answer:** Successes: the Educational Amendments, abortion rights, and improved working conditions; Failures: not passing the ERA, lingering income gap, women still mostly in low-paying jobs.

**Enrich**

Have interested students research the impact of Title IX.

**US:** 6H, 14D, 24A–D

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**4 CLOSE**

Have students identify achievements of the women’s movement.

**US:** 6H, 21D, 24B

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**TAKS Practice**

**SECTION 2 ASSESSMENT**

**Checking for Understanding**

1. Define: feminism, Title IX
3. Summarize: Shirley Chisholm’s political contributions

**Critical Thinking**

1. Terms are in blue. **US:** 25A
2. Equal Pay Act (p. 807), Equal Employment Opportunity Commission (p. 808), Betty Friedan (p. 808), National Organization for Women (p. 808), Phyllis Schlafly (p. 810) **US:** 21D
3. The first African American woman in Congress, she helped reform the House committee appointment system, and worked on education and day care. **US:** 19B
4. More women have achieved equal pay for the same job, more career choices, and more political power. **US:** 7A
5. Division within the women’s movement and World War II
6. Equal Pay Act; inclusion in Title VII of the 1964 Civil Rights Act; Title IX; Roe v. Wade; more career possibilities **US:** 7A, 25C
7. Answers will vary. Answers could mention that current depictions are realistic.
8. Students’ letters will vary. **US:** 25D

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**Writing About History**

8. Persuasive Writing. Take on the role of a supporter or opponent of the ERA. Write a letter to the editor of your local newspaper to persuade people to support your position.

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**Reading Check**

**Summarizing**

What successes and failures did the women’s movement experience during the late 1960s and early 1970s?

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**Analyzing Visuals**

7. Analyzing Photographs. Study the photograph on page 807 of a housewife in her kitchen. Think about depictions of housewives in modern television or magazine advertisements you have seen. How would you compare the photograph on page 807 with today’s images?
from The Yellow Wallpaper
by Charlotte Perkins Gilman

In the following excerpt, the narrator of the story, writing in a secret journal, is describing her “illness” and how her husband John and others feel about it.

John is practical in the extreme. He has no patience with faith, an intense horror of superstition, and he scoffs openly at any talk of things not to be felt and seen and put down in figures.

John is a physician, and perhaps—(I would not say it to a living soul, of course, but this is dead paper and a great relief to my mind)—perhaps that is one reason I do not get well faster.

You see he does not believe I am sick!

And what can one do?

If a physician of high standing, and one’s own husband, assures friends and relatives that there is really nothing the matter with one but temporary nervous depression—a slight hysterical tendency—what is one to do?

My brother is also a physician, and also of high standing, and he says the same thing.

So I take phosphates or phosphites—whichever it is, and tonics, and journeys, and air, and exercise, and am absolutely forbidden to “work” until I am well again.

Personally, I disagree with their ideas.

Personally, I believe that congenial work, with excitement and change, would do me good.

But what is one to do?

I did write for a while in spite of them; but it does exhaust me a good deal—having to be so sly about it, or else meet with heavy opposition.

Analyzing Literature
1. What is the main idea in this passage? How does it support the author’s point?
2. Does the narrator think this remedy will help her? Why or why not? What clues can you find about how the narrator feels about her illness?

Interdisciplinary Activity
Science Using the Internet and other resources, research some ways that diseases and illnesses were treated in the 1800s and 1900s. Do we still use these treatments today? Create a chart showing the progression of treatment for some of the illnesses you researched.

Answers to Analyzing Literature
1. This passage contrasts what her doctors think and what she thinks. Her weak and timid disagreement emphasizes the strength and power of her male doctors’ opinions.

2. No, she wants congenial work, excitement, and change. Her passivity shows in repetitions of the phrase “what is one to do?” and tentative word choices such as relief, perhaps, and exhaust.

Interdisciplinary Activity
Charts should show the progress in diagnosing and treating selected illnesses and diseases.
Fighting for Greater Opportunity

At a time of heightened protest in the United States, Native Americans began raising their voices for reform and change. Other groups did as well. During the 1960s and early 1970s, Hispanic Americans organized to improve their status in society. In the wake of the
By the end of the 1960s, many African American leaders expressed a growing sense of frustration. Although most legal forms of racial discrimination had been dismantled, many African Americans felt there had been little improvement in their daily lives. In the eyes of leading civil rights activists, the problems facing most African Americans lay in their lack of access to good jobs and adequate schooling. As a result, leaders of the civil rights movement began to focus their energies on these problems.

As part of their effort, civil rights leaders looked to an initiative known as affirmative action. Enforced through executive orders and federal policies, affirmative action called for companies and institutions doing business with the federal government to actively recruit African American employees with the hope that this would lead to improved social and economic status. Officials later expanded affirmative action to include other minority groups and women.

Supporters of the policy argued that because so few companies hired from these groups in the past, they had had little chance to develop necessary job skills. If companies hired from these groups in the past, they and women.

In one example of affirmative action’s impact, Atlanta witnessed a significant increase in minority job opportunities shortly after Maynard Jackson became its first African American mayor in 1973. When Jackson took office, less than one percent of all city contracts went to African Americans, even though they made up about half of Atlanta’s population. Jackson used the expansion of the city’s airport to redress this imbalance by opening the bidding process for airport contracts more widely to minority firms. Through his efforts, small companies and minority firms took on 25 percent of all airport construction work, earning them some $125 million in contracts.

Challenges to Affirmative Action

Affirmative action programs did not go unchallenged. Critics viewed them as a form of “reverse discrimination.” They claimed that qualified white workers were kept from jobs, promotions, and a place in schools because a certain number of such positions had been set aside for minorities or women.

One of the more notable attacks on affirmative action came in 1974, after officials at the University of California Medical School at Davis turned down the admission of a white applicant named Allan Bakke for a second time. When Bakke learned that slots had been set aside for minorities, he sued the school. Bakke argued that by admitting minority applicants, some of whom had scored lower than Bakke on their exams, the school had discriminated against him due to his race.

In 1978, in University of California Regents v. Bakke, the Supreme Court, in a 5 to 4 ruling, declared that the university had indeed violated Bakke’s rights. On the other hand, it ruled that schools could use racial criteria as part of their admissions process so long as they did not use “fixed quotas.” While Bakke was not a strong and definitive ruling, the Court had nevertheless supported affirmative action programs as constitutional.

1. Fighting for Greater Opportunity (pages 913–914)
2. Fighting for Greater Opportunity (pages 913–914)
3. Fighting for Greater Opportunity (pages 913–914)
4. Fighting for Greater Opportunity (pages 913–914)
Supply the details that support or explain each main idea.

**DIRECTIONS:** #8B, 10A, 21A, 24B, 24G; 16E; Gr11: 15E

Then have students explain why the problems of school desegregation are still with us today. In their struggle for equal opportunity, African Americans found new political leaders in people such as Andrew Young and Jesse Jackson both worked with Dr. Martin Luther King, Jr., in the civil rights movement. Young went on to become the first African American ambassador to the United Nations, while Jackson has become a prominent member of the Democratic Party.

**Guided Reading Activity 26-3**

**New African American Leadership** Andrew Young and Jesse Jackson both worked with Dr. Martin Luther King, Jr., in the civil rights movement. Young went on to become the first African American ambassador to the United Nations, while Jackson has become a prominent member of the Democratic Party. What group of African American members of Congress became influential in the 1970s?

**Answer:** Congressional Black Caucus

**Ask:** What organization did Jesse Jackson found? (People United to Save Humanity—PUSH)

**Stokely Carmichael** turned down scholarships to other colleges in order to attend Howard University, a historically African American university. Following graduation from Howard, he again turned down scholarships, this time for graduate studies, and went to work for SNCC.

**Analyzing Points of View** Review with students the issue of school desegregation. Have students explain why some thought that busing would be a good solution to the problem. Then have students explain why many people came to believe that busing caused more problems than it solved. **L2 US:** 6H, 7C, 8B, 10A, 21A, 24B, 24G; **ELA:** Gr9/10: 16E; Gr11: 15E

**Equal Access to Education** By the early 1970s, African American leaders also had begun to push harder for educational improvements. In the 1954 case of *Brown v. Board of Education of Topeka, Kansas*, the Supreme Court had ordered an end to segregated public schools. In the 1960s, however, many schools remained segregated as local communities moved slowly to comply with the Court. Since children normally went to neighborhood public schools, segregation in schooling reflected the race segregation of neighborhoods. White schools were usually far superior to African American schools, as Ruth Baston of the NAACP noted in 1965 after visiting Boston schools:

> When we would go to white schools, we’d see these lovely classrooms with a small number of children in each class. The teachers were permanent. We’d see wonderful materials. When we’d go to our schools, we’d see overcrowded classrooms, children sitting in the corridors. And so then we decided that where there were a large number of white students, that’s where the care went. That’s where the money went.

—quoted in *Freedom Bound*

To ensure desegregated schools, local governments resorted to a policy known as **busing**, transporting children to schools outside their neighborhoods to achieve greater racial balance. The Supreme Court upheld the constitutionality of busing in the 1971 case, *Swann v. Charlotte-Mecklenburg Board of Education*. (See page 965 for more information on *Swann v. Charlotte-Mecklenburg Board of Education.***

Many whites responded to busing by taking their children out of public schools. Nearly 20,000 white students left Boston’s public system for parochial and private schools. By late 1976, African Americans, Hispanics, and other minorities made up the majority of Boston’s public school students. This “white flight” also occurred in other cities.

**New Political Leaders** In their struggle for equal opportunity, African Americans found new political leaders in people such as **Jesse Jackson**. In 1971 Jackson founded People United to Save Humanity, or PUSH, a group aimed at registering voters, developing African American businesses, and broadening educational opportunities. In 1984 and 1988, Jackson sought the Democratic presidential nomination in 1984 and 1988.

**Social Studies TAKS** tested at Grades 10/11: **Obj 4:** US17A(11) **Obj 3:** US7B(11), US21A(11)

**Logical/Mathematical** To help students understand the attitudes behind passage of the Equal Pay Act and the Indian Civil Rights Act, have students analyze the following questions. **L2 US:** 24B

- In a company, who benefits if women are paid less than men?
- On a Native American reservation, who benefits from limited Native American government?

Refer to **Inclusion for the High School Social Studies Classroom Strategies and Activities** in the TCR.
nominated. Although both attempts were unsuccessful, Jackson did win over millions of voters.

African Americans also became significantly more influential in Congress. In 1971 African American members of Congress reorganized an existing organization into the Congressional Black Caucus in order to more clearly represent the legislative concerns of African Americans. The caucus formulated its own stance on important issues, especially health care, economic development, and crime.

**Reading Check** Examine What were the goals of affirmative action policies?

**Hispanic Americans Organize**

Hispanic Americans also worked for greater rights in this period. In 1960 about 3 million Hispanics lived in the United States. By the late 1960s, that number had increased to 9 million.

Hispanics came to the United States from different places and for different reasons. Many Puerto Ricans migrated to eastern cities, particularly New York, to find jobs. Cubans often came to flee their country’s Communist regime. The largest Hispanic group was Mexican Americans, many of whom arrived during and after World War II to work on huge farms in the South and West.

Hispanics often faced prejudice and limited access to adequate education, housing, and employment. Encouraged by the civil rights movement, they began to organize a protest movement.

**César Chávez and the UFW** One notable Hispanic American campaign was the effort to win rights for farmworkers. Most Mexican American farm laborers earned little pay, received few benefits, and had no job security. In the early 1960s, César Chávez and Dolores Huerta organized two groups that fought for farmworkers. In 1966 the two groups cooperated in a strike against California growers to demand union recognition, increased wages, and better benefits.

When employers resisted, Chávez enlisted college students, churches, and civil rights groups to organize a national boycott of table grapes, one of California’s largest agricultural products. An estimated 17 million citizens stopped buying grapes, and several food store chains stopped selling them. Industry profits tumbled.

Under the sponsorship of the American Federation of Labor and Congress of Industrial Organization (AFL-CIO), in 1966 Chávez and Huerta merged their two organizations into one—the United Farm Workers (UFW). The union’s combined strength ensured that the boycott would continue. The boycott ended in 1970, when the grape growers finally agreed to a contract to raise wages and improve working conditions.

**Growing Political Activism**

Hispanic Americans became more politically active during the 1960s and 1970s. In 1969 José Angel Gutiérrez organized a new political party in Texas called La Raza Unida, or “the United People.” In conjunction with similar organizations in Colorado and California, the group mobilized Mexican American voters behind a political agenda that called for job-training programs and greater access to financial institutions. In the 1970s, the party demonstrated significant strength at the polls.

During this period, a growing number of Hispanic youths actively promoted their culture. In March 1968, about 1,000 Mexican American students and their teachers at an East Los Angeles high school walked out of their classrooms to protest racism.

One issue both Hispanic students and political leaders promoted was bilingualism, the practice of teaching immigrant students in their own language.

**INTERDISCIPLINARY CONNECTIONS ACTIVITY**

**Visual Arts** Have students design a postage stamp to commemorate progress in the pursuit of equal rights in the United States. The stamp should feature an event, person, or group that made a significant contribution. Encourage students to choose a subject they feel is particularly worthy. In addition to a sketch of the stamp, ask students to prepare a short news release announcing the stamp and explaining its significance.

**Graph Skills**

**Visual Arts** Have students design a postage stamp to commemorate progress in the pursuit of equal rights in the United States. The stamp should feature an event, person, or group that made a significant contribution. Encourage students to choose a subject they feel is particularly worthy. In addition to a sketch of the stamp, ask students to prepare a short news release announcing the stamp and explaining its significance.

**Graph Skills**

1. **Interpreting Graphs** The U.S. Hispanic population is made up of which main groups?
2. **Drawing Conclusions** Why have Hispanic Americans experienced growing political influence in recent years?

**HISTORY Online**

**Student Web Activity** Visit the American Republic Since 1877 Web site at tx.tarvol2.glencoe.com and click on **Student Web Activities** for an activity on protest movements.

**HISTORY Online**

Objectives and answers to the student activity can be found in the Web Activity Lesson Plan at tx.tarvol2.glencoe.com.

**FYI**

The National Labor Relations Act of 1935 guaranteed the right to organize and prohibited employers from interfering with union efforts to recruit members. In guaranteeing collective bargaining, the NLRA required employers to negotiate with representatives elected by workers. Agriculture was not covered by this act. Therefore, farmworkers did not benefit from its protections.

**Answers:**

1. Mexican, Puerto Rican, and Cuban
2. growing numbers and political and labor organizations

**Graph Skills Practice**

**Ask:** What other national origins might be represented in the Hispanic population? (Students’ answers will vary; they might mention any country in Central or South America.) **US:** 24H

**Student Edition TEKS**

CHAPTER 26
Section 3, 812–817

Study Guide 26
For use with textbook pages 812
Name Date Class

Assessment CD-ROM. Interactive Tutor Self-Assessment CD-ROM.

Assign Section 3 Assessment as homework or as an in-class activity. US: 25D; ELA: Gr9: 7I; Gr10/11: 7H

1 Have students use the Interactive Tutor Self-Assessment CD-ROM.

Reading Check

Answer: By forming the UFW and La Raza Unida and staging boycotts, they increased their wages, won contracts, improved working conditions, and lobbied successfully to achieve the Bilingual Education Act.

3 ASSESS

Native Americans Raise Their Voices

Native Americans in 1970 were one of the nation’s smallest minority groups, constituting less than one percent of the U.S. population. Few minority groups, however, had more justifiable grievances than the descendants of America’s original inhabitants. The average annual family income of Native Americans was $1,000 less than that of African Americans. The Native American unemployment rate was 10 times the national rate. Joblessness was particularly high on reservation lands, where nearly half of all Native Americans lived. Most urban Native Americans suffered from discrimination and from limited education and training. The bleakest statistic of all showed that life expectancy among Native Americans was almost seven years below the national average. To improve conditions, many Native Americans began organizing in the late 1960s and 1970s.

A Protest Movement Emerges In 1961 more than 400 members of 67 Native American groups gathered in Chicago to discuss ways to address their numerous problems. They issued a manifesto, known as the Declaration of Indian Purpose, calling for policies to create greater economic opportunities on reservations.

Unlike other groups demanding more assimilation into mainstream society, many Native Americans wanted greater independence from it. They took a step toward this goal in 1968 when Congress passed the Indian Civil Rights Act. It guaranteed reservation residents the protections of the Bill of Rights, but it also recognized the legitimacy of local reservation law.

Native Americans who viewed the government’s reform efforts as too modest formed more militant groups, such as the American Indian Movement (AIM). Typically, such groups employed a more combative style. In 1969 AIM made a symbolic protest by occupying the Bureau of Indian Affairs building. This protest, known as the Wounded Knee Crisis, was in part to call attention to economic and political grievances.

CRITICAL THINKING ACTIVITY

Evaluating Have students pose questions such as those below that could be used to interview someone who lived through the civil rights movement. Help students prepare open-ended questions. Then use the responses to evaluate the movement’s impact on the American public. L2 US: 6H, 7A, 7D, 14D, 18A–C, 21A, 21C, 24B, 25C, 25D; ELA: Gr9/10/11: 1A, 1B, 13B, 13C; Gr9/10: 16E; Gr11: 15E

- When were you first aware that “civil rights” was a broad movement?
- Which forms of protest most impressed you? In which, if any, did you participate?
- How did your life change as a result of the civil rights movement?
- How do you think the civil rights movement should be remembered today?
Americans also won a number of the land and water rights they sought. The Pueblo of Taos, New Mexico, regained property rights to Blue Lake, a place sacred to their religion. In 1980, a federal court settled a claim of the Passamaquoddy and the Penobsot groups. The government paid the groups $81.5 million to relinquish their claim on land in the state of Maine. The two groups purchased 300,000 acres with the money and invested much of the remainder. Other court decisions gave Native American groups authority to impose taxes on businesses on their reservations and to perform other sovereign functions.

Since Native Americans first began to organize, many reservations have dramatically improved their economic conditions by actively developing businesses, such as electric plants, resorts, cattle ranches, and oil and gas wells. More recently, gambling casinos have become a successful enterprise. Because of rulings on sovereignty, Native Americans in some areas are allowed to operate gaming establishments under their own laws even though state laws prevent others from doing so. In these ways, Native Americans have tried to regain control of their economic future, just as other American minorities did in the 1960s and 1970s.

Native Americans Make Notable Gains

The Native American movement fell short of achieving all of its goals, but it did win some notable victories. In 1975 Congress passed the Indian Self-Determination and Educational Assistance Act, which increased funds for Native American education and expanded local control in administering federal programs. More Native Americans also moved into policy-making positions at the Bureau of Indian Affairs, and the agency pushed for more Native American self-determination.

Through the federal court system, Native Americans also won a number of the land and...
Analyzing Primary Sources

Why Learn This Skill?
To determine what happened in the past, historians do some detective work. They comb through bits of evidence from the past to reconstruct events. These bits of written and illustrated historical evidence are called primary sources.

Learning the Skill
Primary sources are records of events made by the people who witnessed them. They include letters, diaries, photographs, news articles, and legal documents.

Primary sources yield several important kinds of information. Often they give detailed accounts of events. However, the account reflects only one perspective. For this reason, you must examine as many perspectives as possible before drawing any conclusions. To analyze primary sources, follow these steps.

1. Identify the author of the source.
2. Identify when and where the document was written.
3. Read the document for its content and try to answer the five “W” questions: Who is it about? What is it about? When did it happen? Where did it happen? Why did it happen?
4. Determine what kind of information may be missing from the primary source.

Practicing the Skill
The primary source that follows is a small part of a United States legal document. Read the source, and then answer the questions.

Title IX, Education Amendments of 1972, Section 1684. Blindness or visual impairment; prohibition against discrimination
No person in the United States shall, on the grounds of blindness or severely impaired vision, be denied admission in any course of study by a recipient of Federal financial assistance for any education program or activity, but nothing herein shall be construed to require any such institution to provide any special services to such person because of his blindness or visual impairment.

Applying the Skill
Analyzing Primary Sources Find a primary source from your past—a photo, a report card, an old newspaper clipping, or your first baseball card. Bring this source to class and explain what it shows about that time in your life.

ANSWERS TO PRACTICING THE SKILL
1. 1972
2. persons who are blind or visually impaired
3. to prevent discrimination against the blind or visually impaired in admission to an educational institution receiving federal funds
4. to prevent discrimination
• During the 1960s and 1970s, environmental issues became a significant concern for many Americans.

Key Terms and Names
Rachel Carson, smog, Environmental Protection Agency, fossil fuel, Three Mile Island, Ralph Nader

Main Idea

1. **Reading Strategy**
   **Organizing** As you read about the nation’s environmental problems in the 1960s and 1970s, complete a graphic organizer by including actions taken to combat these problems.

2. **Reading Objectives**
   • Explain the origins of the environmental movement.
   • Identify the significant measures taken to combat environmental problems.

Section Theme
Groups and Institutions Increased awareness of environmental issues inspired a grassroots campaign to protect nature.

**Preview of Events**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1962</td>
<td>Rachel Carson’s <em>Silent Spring</em> published</td>
</tr>
<tr>
<td>1965</td>
<td>Ralph Nader’s <em>Unsafe at Any Speed</em> published</td>
</tr>
<tr>
<td>1970</td>
<td>First Earth Day celebrated; EPA established</td>
</tr>
<tr>
<td>1972</td>
<td>U.S. bans use of pesticide DDT</td>
</tr>
<tr>
<td>1979</td>
<td>Nuclear accident at Three Mile Island</td>
</tr>
</tbody>
</table>

**An American Story**

In 1966 Carol Yannacone of Patchogue, a small community on Long Island, New York, learned that officials were using a powerful pesticide, DDT, as part of a mosquito control operation in a local lake. Alarmed that the pesticide would poison lakes and streams, Yannacone and her husband, Victor, an attorney, contacted several local scientists, who confirmed their suspicions. The Yannacones then successfully sued to halt the use of the pesticide.

The Yannacones had discovered a new strategy for addressing environmental concerns. The legal system, Victor Yannacone insisted, was the one place where facts and evidence, not politics and emotions, would decide the outcome:

“A court . . . is the only forum in which a full inquiry into questions of environmental significance can be carried on. . . . Only on the witness stand, protected by the rules of evidence though subject to cross-examination, can a scientist be free of the harassment of legislators seeking re-election of higher political office; free from the glare of the controversy-seeking media; free from unsubstantiated attacks of self-styled experts representing vested economic interests and yet who are not subject to cross examination.”

—quoted in *Since Silent Spring*

**The Beginnings of Environmentalism**

Shortly after the Yannacones’ court victory, the scientists involved in the case established the Environmental Defense Fund and used its contributions for a series of legal actions across the country to halt DDT spraying. Their efforts led to a nationwide ban on the use of the pesticide in 1972.

**SECTION RESOURCES**

- Reproducible Masters
  - Reproducible Lesson Plan 26–4
  - Daily Lecture and Discussion Notes 26–4
  - Guided Reading Activity 26–4
  - Section Quiz 26–4
  - Reading Essentials and Study Guide 26–4

- Transparencies
  - Daily Focus Skills Transparency 26–4

**Multimedia**

- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Vocabulary Puzzlemaker CD-ROM
- Audio Program
- American Music: Hits Through History
- American Music: Cultural Traditions

**BELLRINGER**

**Skillbuilder Activity**

Project transparency and have students answer the question.

Available as a blackline master.

**Daily Focus Skills Transparency 26–4**

Answers to Graphic: Clean Air Act, Clean Water Act, Earth Day celebration, Endangered Species Act, creation of the Environmental Protection Agency (EPA)

**Preteaching Vocabulary**

Have students scan the section to become familiar with the Key Terms and Names. US: 25A; ELA: Gr9/10/11: 6A
Americans ranked the environment as the nation’s most pressing problem. That same year an estimated 20 million people participated in Earth Day—a rally to improve the environment. Across the country more than 14,000 schools and communities held events to raise awareness of environmental issues.

The effort to ban DDT was only one aspect of a larger environmental movement that took shape in the 1960s and 1970s. During this period, a growing number of Americans began to examine more closely how their highly industrialized society was affecting the environment. Many were alarmed at what they discovered. It seemed to some that the nation had little regard for the environment. An increasing use of pesticides had damaged a wide range of wildlife. A rise in pollution had fouled both the air and the water. Potentially deadly nuclear energy was being used more and more. These developments prompted many citizens to address environmental problems more actively.

A wider realization that the nation’s natural environment was threatened had begun to grow in the early 1960s. The person who sounded the loudest alarm bell was not a political leader or prominent academic, but a soft-spoken marine biologist, Rachel Carson. Carson’s 1962 book *Silent Spring* assailed the increasing use of pesticides, particularly DDT. She contended that while pesticides curbed insect populations, they also killed birds, fish, and other creatures that might ingest them. Carson warned Americans of a “silent spring,” in which there would be few birds left to usher spring in with their songs. In her book, she imagined such a scene from a fictitious town:

> There was a strange stillness. The birds, for example—where had they gone? Many people spoke of them, puzzled and disturbed. The feeding stations in the backyards were deserted. The few birds seen anywhere were moribund; they trembled violently and could not fly. It was a spring without voices. On the mornings that had once throbbed with the dawn chorus of robins, catbirds, doves, jays, wrens, and scores of other bird voices there was now no sound; only silence lay over the fields and woods and marsh.

—from *Silent Spring*

*Silent Spring* became one of the most controversial and powerful books of the 1960s. It sold nearly half a million copies within six months of its publication and was widely discussed. The chemical industry was outraged and began an intense campaign to discredit Carson and her arguments. Nonetheless, many Americans took Carson’s warnings to heart and began to focus on environmental issues.

### The Environmental Movement Blossoms

During the 1960s, Americans began to feel that environmental problems plagued every region of the nation. In the Northwest, timber companies were cutting down acres of forestland. Smog, or fog made heavier and darker by smoke and chemical fumes, was smothering major cities. In 1969 a major oil spill off Santa Barbara, California, ruined miles of beach and killed scores of birds and aquatic animals. A dike project in the Florida Everglades indirectly killed millions of birds and animals. Meanwhile, pollution and garbage had caused nearly all the fish to disappear from Lake Erie. By 1970 a growing number of citizens were convinced that the time had come to do something about protecting the environment.

### A Grassroots Effort Begins

Many observers point to April 1970 as the unofficial beginning of the environmental movement. That month, the nation held its first *Earth Day* celebration, a day devoted to addressing the country’s environmental concerns. The national response was overwhelming. On 2,000 college campuses, in 10,000 secondary schools, and...
in hundreds of communities, millions of Americans participated in activities to show their environmental awareness, from picking up litter to demonstrating against air pollution. “For the first time in history,” wrote Gladwyn Hall, environmental correspondent for the New York Times, “virtually an entire nation, including Congress, paused in its workday activities to contemplate the deterioration of its physical surroundings and life-patterns.”

Senator Gaylord Nelson of Wisconsin, who had put forth the idea of an Earth Day celebration, commented on the event: “The people cared and Earth Day became the first opportunity they ever had to join in a nationwide demonstration to send a message to the politicians—a message to tell them to wake up and do something.”

After Earth Day, the grassroots effort intensified. Citizens formed local environmental groups, while long-standing nonprofit organizations such as the Sierra Club, the Audubon Society, and the Wilderness Society gained prominence. These organizations worked to protect the environment and promote the conservation of natural resources. In 1970 activists started the Natural Resources Defense Council to coordinate a nationwide network of scientists, lawyers, and activists working on environmental problems.

**GOVERNMENT**

**The Government Steps In** With the environmental movement gaining public support, the federal government took action. In 1970 President Nixon signed the National Environmental Policy Act, which created the Environmental Protection Agency (EPA). The EPA took on the job of setting and enforcing pollution standards, promoting research, and coordinating anti-pollution activities with state and local governments. The agency also monitored other federal agencies with respect to their impact on the environment.

The Clean Air Act also became law in 1970 over President Nixon’s veto. This act established emissions standards for factories and automobiles. It also ordered that all industries comply with such standards within five years.

In following years, Congress passed two more pieces of significant environmental legislation. The Clean Water Act (1972) restricted the discharge of pollutants into the nation’s lakes and rivers, and the Endangered Species Act (1973) established measures for saving threatened animal species. Over time these laws produced a dramatic improvement in some areas. Smog in industrial cities was reduced, as was pollution in many lakes, streams, and rivers.

**Love Canal** Despite the flurry of federal environmental legislation, Americans continued to mobilize on the community level throughout the 1970s. One of the most powerful displays of community activism occurred in a housing development near Niagara Falls, New York, known as Love Canal.

During the 1970s, residents of Love Canal began to notice increasingly high incidences of health problems in their community, including nerve damage, blood diseases, cancer, miscarriages, and birth defects. The residents soon learned that their community sat atop a decades-old toxic waste dump. Over time its hazardous contents had leaked into the ground.

Led by a local woman, Lois Gibbs, the residents joined together and demanded that the government take steps to address these health threats. Hindered at first by local and state officials, the residents refused to back down, and by 1978 they had made their struggle known to the entire nation. That year, in the face of mounting public pressure and evidence of the dangers posed by the dump, the state permanently relocated more than 200 families.

Environmental Awareness Numerous oil spills and events such as Earth Day have brought environmental concerns to the attention of Americans. **What issues does the Sierra Club address?**

### MEETING SPECIAL NEEDS

**Kinesthetic** Have interested students collect samples of all the items that can be recycled in your community. After cleaning or sanitizing the items, have them create a work of art with these items that could be used as a reminder to recycle. Have students display their creations in class and select the ones that best encourage recycling to display in a prominent place in your school. **L2**

Refer to **Inclusion for the High School Social Studies Classroom Strategies and Activities** in the TCR.
**Solar Energy**

Concerns in the 1970s about the environment and safe energy led to a strong interest in solar energy. Sunlight is composed of photons, particles of solar energy. The use of photovoltaic (PV) cells allows solar energy to be used for a wide range of energy needs, from powering generators to running agricultural water pumps or simple calculators. **Why was solar power seen as an environmentally friendly power source?**

In 1980, after hearing protests from the families who still lived near the landfill, President Carter declared Love Canal a federal disaster area and moved over 600 remaining families to new locations. In 1984 Love Canal residents sued the company that had created the dump site and settled the case for $20 million. The site was cleaned up by sealing the waste within an underground bunker and burning homes located above the dumping ground.

**Concerns Over Nuclear Energy** During the 1970s, a number of citizens expressed concern over the growth of nuclear power. As nuclear power plants began to dot the nation’s landscape, the debate over their use intensified. Supporters of nuclear energy hailed it as a cleaner and less expensive alternative to fossil fuels, such as coal, oil, and natural gas, which are in limited supply. Opponents warned of the risks nuclear energy posed, particularly the devastating consequences of an accidental radiation release into the air.

The debate moved to the nation’s forefront in shocking fashion in 1979. In the early hours of March 28, one of the reactors at the Three Mile Island nuclear facility outside Harrisburg, Pennsylvania, overheated after its cooling system failed. Two days later, as plant officials scrambled to fix the problem, low levels of radiation escaped from the reactor.

Officials evacuated many nearby residents, while others fled on their own. Citizens and community groups expressed outrage in protest rallies. Officials closed down the reactor and sealed the leak. The Nuclear Regulatory Commission, the federal agency that regulates the nuclear power industry, eventually declared the plant safe. President Carter even visited the site to allay the public’s concerns.

The accident at Three Mile Island had a powerful impact and left much of the public in great doubt about the safety of nuclear energy. Such doubts have continued. Since Three Mile Island, 60 nuclear power plants have been shut down or abandoned, and no new facilities have been built since 1973.

**The Consumer Movement**

During the 1960s and 1970s, a number of citizens also questioned the quality and safety of the many new “technologically advanced” products flooding the market. In an atmosphere of protest and overall awareness, the Consumer Movement began to grow as activists worked to promote consumer rights and safety. The movement’s main goal was to help create a flow of electricity.
The American automobile is produced exclusively to the standards which the manufacturer decides to establish. It comes into the marketplace unchecked. When a car becomes involved in an accident, the entire investigatory, enforcement and claims apparatus that makes up the post-accident response looks almost invariably to driver failure as the cause. . . . Should vehicle failure be obvious in some accidents, responsibility is seen in terms of inadequate maintenance by the motorist. Accompanied by superficial standards of accident investigation, the car manufacturers excuse presumptions of engineering excellence and reliability, and this reputation is accepted by many unknowing motorists.  

—from Unsafe at Any Speed

Nader’s efforts received an accidental boost from an unlikely source: the auto industry. Shortly after his book came out, a car company hired private detectives to follow Nader in an attempt to uncover information that might discredit him. The detectives found nothing, and when this corporate spying incident came to light, the publicity pushed Unsafe at Any Speed up the bestseller list. As a result, the public became much more aware of auto safety issues. Nader sued the car company for invasion of privacy and used the settlement money to fund several consumer organizations.

Nader’s efforts helped spur Congress to pass the National Traffic and Motor Vehicle Safety Act in 1966. The act set mandatory safety standards and established a procedure for notifying car owners about defects. For the first time, the automobile industry was subject to federal safety regulations. Carmakers had to incorporate safety standards into their car designs so that auto crashes would be less devastating. Requirements that called for the installation of seat belts, door locks, safer fuel tanks, and other improvements have since saved hundreds of thousands of lives and prevented millions of injuries.

Nader’s success led to calls for a closer examination of numerous other consumer goods during the 1960s and 1970s. Organizations lobbied Congress and state legislatures to pass laws regulating such products as dangerous toys, flammable fabrics, and potentially unsafe meat and poultry. In the midst of so many protest movements during this period, the consumer protection effort may have appeared small. It made a substantial impact, however, on the daily lives of millions of Americans.

**Reading Check**
**Describing** What was the impact of the consumer protection movement?

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**Section Quiz 26–4**

**Directions:** Matching. Match each item in Column A with the items in Column B.

**Column A**
1. Unsafe at Any Speed
2. On the Coast Again
3. Silent Spring
4. The Corporation

**Column B**
A. Earth Day
B. Rachel Carson
C. Natural Resource Defense Council
D. Ralph Nader

**Answers:**
1. D
2. B
3. B
4. C

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**Close**

Have students explain the origins of the environmental movement. **US:** 6H, 8B, 9A, 11A, 11B, 24B; **ELA:** Gr9/10: 16E; Gr11: 15E
The production of a GM Chevrolet Corvette in Bowling Green, Kentucky, requires the assembly of components from around the world: an engine from Canada, a transmission from Mexico, balsa wood floor plates from Ecuador, switches from Germany, circuit boards from several Asian nations, and brakes from Australia.

Transmissions are manufactured in Mexico, where labor costs are relatively low.

Light and durable balsa wood floor plates are produced in Ecuador, because the wood is abundant there.

The production of a GM Chevrolet Corvette in Bowling Green, Kentucky, requires the assembly of components from around the world: an engine from Canada, a transmission from Mexico, balsa wood floor plates from Ecuador, switches from Germany, circuit boards from several Asian nations, and brakes from Australia.

Museum Delivery  Corvette owners can take delivery of their new vehicle at The National Corvette Museum in Bowling Green, Kentucky. Their cars are placed in the museum, on exhibit with the classic Corvettes displayed in the museum. New owners can take pictures of their cars in the museum display before the cars are removed from the museum and presented to them. Owners who select this option for delivery are also treated to a VIP tour of the museum, receive a specially designed Corvette Museum Delivery decal, and get a one-year membership to the museum.
Global Cars

The globalization of the world economy since the end of World War II has revolutionized the way in which industries and corporations operate. Tremendous advances in technology, communications, and the transport of goods have enabled corporations to turn more and more often to manufacturing facilities and resources around the world. The car industry is a good example of this trend.

For decades American automakers have operated assembly plants in foreign countries, including Brazil, Poland, India, and China. Car companies have also established plants abroad that manufacture particular components, which are then assembled in an American factory. As shown on the world map on the left, foreign manufacturers build major components of the Chevrolet Corvette and ship them to Bowling Green, Kentucky. There, workers assemble the parts—along with some 1,900 others manufactured by about 400 suppliers—into the finished car. The process of finding part suppliers outside of the company, known as "outsourcing," is one way multinational corporations try to gain a competitive advantage over their rivals. Companies contract with foreign suppliers that meet a combination of criteria, including cost, quality, and ease of delivery.

Computers and the Internet have made worldwide communication dramatically easier, faster, and cheaper. Technological advances have also made manufacturing more efficient. For example, automakers can keep track of parts and suppliers so that the essential components can be delivered to factories from anywhere in the world "just in time" to assemble the finished product.

Multinational corporations now account for about two-thirds of the world’s trade in products. Global corporations have become enormous, and the largest ones are wealthier than entire countries. The income of General Motors, for instance, rivals gross national products of the mid-sized economies of nations such as South Africa, Turkey, and Saudi Arabia.

The auto industry has come a long way since Henry Ford perfected assembly line production techniques that made cars affordable for the mass market. Today’s automakers have adopted global assembly lines, applying Ford’s innovations—standardized job tasks and division of labor—across international boundaries.

LEARNING FROM GEOGRAPHY

1. What three criteria are considered in decisions about suppliers?
2. Why might geography no longer be as big a factor as it once was in the location of a production plant?

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ANSWERS TO LEARNING FROM GEOGRAPHY

1. The criteria are cost, quality, and ease of delivery.
2. Answers may vary. Students should note that improved communication and transport allow parts to be delivered to the assembly line just when they are needed.
Reviewing Key Terms

Students’ answers will vary. The pages where the words appear in the text are shown in parentheses.

1. counterculture (p. 802)
2. commune (p. 803)
3. feminism (p. 807)
4. Title IX (p. 809)
5. affirmative action (p. 813)
6. busing (p. 814)
7. bilingualism (p. 815)
8. smog (p. 820)
9. fossil fuel (p. 822)

Reviewing Key Facts


11. How did Title VII of the Civil Rights Act of 1964 promote women’s equality?
12. How did Betty Friedan stimulate the feminist movement?
13. Why were some conservatives opposed to the Equal Rights Amendment?
14. How did Native Americans expand their political rights and economic opportunities in the 1960s and 1970s?
15. How did the environmental movement begin?

Critical Thinking

16. **Analyzing Themes: Civic Rights and Responsibilities**
Choose a minority group discussed in this chapter, and explain how this group worked to gain civil rights and to improve its status in American society during the 1960s and 1970s.

17. **Organizing**
Use a graphic organizer to list the protest movements of the 1960s and 1970s and their goals.

Chapter Summary

**Youth Movement**

Protests Status Quo
- Grows out of earlier beat movement
- Becomes increasingly influential as baby boom generation matures
- Protests injustices facing African Americans, the poor, and the disadvantaged
- Free Speech Movement establishes tactics of boycotting college classes and occupying buildings
- Hippie counterculture rebels against system, visualizes utopian ideals

**Women’s Movement**

Regains Momentum
- Fights for equal economic rights in workplace and society
- Demands equal opportunities in education
- Roe v. Wade expands access to abortion

**Minority Groups**

Continue the Fight
- Expand on earlier success and speed up access to previous gains
- Affirmative Action advocates equality in work environment for minority and disadvantaged groups
- Native Americans gain more power on reservations and fight discrimination, unemployment, police brutality, and poverty
- Hispanic Americans lobby for better working conditions and job training

**Environmental and Consumer Groups**

New Concerns Emerge
- First Earth Day sparks widespread awareness of environmental issues
- Federal government establishes pollution standards and begins monitoring environmental problems
- State and federal legislatures pass laws regulating the safety standards for a wide variety of consumer products

14. By protesting, Native Americans helped get legislation passed that provided education assistance, won land and water rights, the right to tax reservations, and other sovereign functions. **US:** 21A
15. The environmental movement began with the Earth Day celebration. **US:** 11B
16. Students’ answers will vary. You may want to assign students to different groups. **US:** 7A, 21A, 24B
17. Youth: improve the political and social system; Women: women’s rights; Hispanics: voting and economic rights; Native Americans: economic opportunities and independence; Environment: protect the environment **US:** 24G, 25C
18. Over time, mainstream America accepted many of the ideas of the counterculture. Individuality and self-expression became more accepted. Counterculture styles of clothing, art, music, and dance came to be considered normal. **US:** 24A, 24G
18. Evaluating  In what ways did the counterculture movement change American society?
19. Drawing Conclusions  Why do you think so many protests movements emerged in the United States during the 1960s and 1970s?

Practicing Skills
20. Analyzing Primary Sources  Reread “An American Story” at the beginning of Section 2 on page 806. Then answer the questions below.
   a. Whose opinion is expressed in this letter?
   b. When was this letter written? In what publication did it appear?
   c. What role in society is the writer discussing? What is her opinion of this role?

Chapter Activities
21. American History Primary Source Document Library CD-ROM  Under Struggle for Civil Rights, read “Delano Grape Workers, A Proclamation” by the Delano Grape Workers. Using information from the grape workers’ proclamation, work with a few of your classmates to create a two-minute television advertisement to persuade all Americans to join the grape boycott. In your advertisement, you should use facts you learned about the grape boycott and also appeal to people’s emotions.
22. Creating a Database, Thematic Model, and Quiz  Use the Internet and other resources to research student protests in the 1960s and 1970s. Create a database of these protests that clearly depicts where, when, and why the protests took place. Then create a thematic model of this information by labeling the locations of the protests on a map of the United States. Finally, create a quiz for your classmates by writing five questions about the geographic distribution of the protests and the patterns this might suggest.

Writing Activity
23. Persuasive Writing  Use library and Internet resources to learn about the predictions scientists are making on how future population growth and distribution will affect the physical environment. Pay special attention to the evidence that these scientists use and the types of predictions that each makes. Is there agreement or disagreement in the scientific community about population growth and its environmental effects? Present the findings of your research in a written report.

Geography and History
24. The map above shows the states that ratified the Equal Rights Amendment between 1972 and 1982. Study the map and answer the questions below.
   a. Interpreting Maps  How many states had ratified the Equal Rights Amendment by 1977?
   b. Applying Geography Skills  What conclusion can you draw about the distribution of states that did not approve the ERA?

25. Women faced all of the following kinds of discrimination in the 1960s EXCEPT  
   A. being denied the right to vote  
   B. being prohibited from attending certain universities  
   C. inability to obtain loans and credit  
   D. unequal pay for performing the same tasks as men  
   E. violence  
   F. being radicalized  
   G. gender bias  
   H. age discrimination  
   Answer: H  
   Test-Taking Tip: Tell students that even if they do not remember when women got the right to vote, they may be able to eliminate some of the answers. For example, they may know that unequal pay for women performing the same task as men is still an issue today. The correct answer is H.  

Bonus Question?  
Ask: Who was the first African American woman to serve in Congress? (Shirley Chisholm)